DOCUMENT RESUME

ED 359 739 EC 302 306

AUTHOR	Carlson, Laurance; And Others
TITLE	Federal Resource Center for Special Education. Final Report.
INSTITUTION	Federal Resource Center for Special Education, Lexington, KY.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	31 May 93
CONTRACT	HS91004001
NOTE	42p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Access to Education; Attention Deficit Disorders; *Consultation Programs; *Disabilities; Educational Trends; Elementary Secondary Education; *Federal Programs; Information Networks; Mainstreaming; Program Development; Program Effectiveness; Program Evaluation; Public Policy; *Resource Centers; *Special Education; *Technical Assistance; Training; Trend Analysis
IDENTIFIERS	*Federal Resource Center for Special Education

ABSTRACT

The Federal Resource Center for Special Education (FRC) was established to provide consultation, training, and technical assistance to Regional Resources Centers (RRCs) in order to enhance the quality and consistency of technical assistance content provided to State Education Agencies. FRC efforts focused on the Office of Special Education Programs' (OSEP's) designated national priorities, which include improving state policies that ensure access and inclusion and issues related to improving outcomes for children with disabilities. This report outlines project tasks, presents the conceptual framework for the project, describes technical assistance activities initiated, evaluates the project, and examines project impact. Specifically, the FRC identified, documented, and reported significant issues and trends in special education, including those involved with the Comprehensive System of Personnel Development and enhancing services for children from minority backgrounds; facilitated information exchange among the RRC network and other federally funded technical assistance providers; strengthened RRC services through information exchange, consultation, and training; organized, synthesized, and disseminated knowledge concerning attention deficit disorder; and facilitated the evaluation of technical assistance by RRCs and OSEP. (JDD)

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ED359739

Federal Resource Center for Special Education

FINAL REPORT

Office of Special Education Programs
U.S. Department of Education
Contract Number: HS91004001
Authorization: Section 621, Part C

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May 31 1993

EC 302306

This report was produced by the Federal Resource Center pursuant to contract number HS91004001 between the Office of Special Education Programs, US Department of Education and the University of Kentucky as part of Task 7. The mention of trade names or commercial materials does not constitute endorsement by the US government, the University, or the US Department of Education.

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Section II: Abstract

Federal Resource Center for Special Education

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The Federal Resource Center for Special Education (FRC) was established on June 1, 1991 to provide consultation, training, and technical assistance to Regional Resources Centers (RRCs) in order to enhance the quality and consistency of technical assistance content provided to State Education Agencies (SEAs). FRC efforts focused on the Office of Special Education Programs' (OSEP's) designated national priorities which include improving state policies that ensure access and inclusion and issues related to improving outcomes for children with disabilities. The FRC identified, documented, and reported significant issues and trends in special education including those involved with the Comprehensive System of Personnel Development and enhancing services for children from minority backgrounds; facilitated information exchange among the RRC network and other OSEP-funded technical assistance providers; strengthened RRC services through this information exchange and consultation and training; organized, synthesized, and disseminated knowledge to enable parents and educators to respond to the educational needs of children with attention deficit disorder (ADD); and facilitated the evaluation of technical assistance by RRCs and OSEP. The tasks and activities of the FRC were designed to:

1. Identify and report significant issues and trends which must be addressed to improve the quality of special education programs;

2. Facilitate and strengthen the coordination of services provided to SEAs and information exchange among RRCs, OSEP, and other OSEP-funded national technical assistance providers;

3. Provide continuous and effective consultation, training and technical assistance to RRCs in a cost-efficient manner;

4. Assist RRCs and OSEP in their evaluation of the quality, effectiveness, and impact of technical assistance provided to SEAs;

5. Organize and synthesize knowledge to enable parents and educators to respond to the educational needs of children with attention deficit disorder; and

6. Evaluate the quality and impact of the services provided by the FRC.

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This final technical report is submitted as part of Task 7 activities of the Federal Resource Center for Special Education (FRC). The document is organized in eleven sections. The first three sections include the following elements: Section I, title page; Section II, project abstract; and Section III, Table of Contents.

In Sections IV through IX information is reported by project tasks. First, in Section IV, tasks and objectives are described. The conceptual framework for the project is presented in Section V. Section VI describes the technical assistance activities initiated by the FRC over the course of the two year project. Methodological and logistical problems are addressed in Section VII as well as how these issues were resolved. Evaluation findings, consisting of answers to the evaluation questions submitted in the proposal, are reported in Section VIII. Project impact, including products, dissemination activities, and other indicators of project effect on the field are reported in Section IX.

Finally, methods for accessing further information is provided in Section X and a statement of assurance on the submission of the final report to ERIC is provided in Section XI.

Section IV: Project Tasks and Objectives

The FRC workscope consisted of eight tasks. Tasks 1, 2, and 8 were involved with the initiation and administration of the project. Tasks 3 through 6 were focused on programmatic issues and Task 7 was related to project evaluation. The eight project tasks and their related objectives are listed below.

Task 1 Transition

There is a need to prepare for the operation of the Federal Resource Center for Special Education (FRC) and ensure a smooth transition from operation as the Federal Regional Resource Center to the new FRC.

Objective 1.1: The FRC will be fully operational by June 1, 1991.

Task 2 Meeting with COTR

There is a need to meet with the Contracting Officer's Technical Representative and achieve operational agreement on the FRC procedural plan and management procedures.

Objective 2.1: OSEP and the FRC will reach an understanding of goals and objectives of the procurement and the proposed FRC's approach and commit to action.

Task 3 Identifying Significant Issues and Trends

There is a need to identify and report key issues and trends in special education with implications for the development and implementation of state policy and procedures which ensure a free appropriate public education and improve outcomes of education for individuals with disabilities and their families.

Objective 3.1: Develop a report of critical issues and trends in special education.

Objective 3.2: Develop issue briefs on topics to be specified by the COTR.

Objective 3.3: Conduct up to 7 small group meetings per contract year.

Task 4 Facilitating and Coordinating Information Exchange

There is a need to facilitate and support information exchange between the Office of Special Education Programs, the six Regional Resource Centers, and other OSEP-funded technical assistance providers in order to enhance the consistency of technical assistance content and strategies.

Objective 4.1: Plan strategies to facilitate coordination and information exchange.

Objective 4.2: Conduct one meeting per year of technical assistance and dissemination providers and develop proceedings document.

Task 5 Consulting with and Training for RRCs and OSEP

There is a need to collaborate with the six Regional Resource Centers on a variety of activities focused on ensuring the consistency of technical assistance content and strategies.

Objective 5.1: Provide consultation and training to RRC and OSEP personnel.

Objective 5.2: Facilitate information sharing.

Objective 5.3: Develop a resource package on hearing officer training.

Objective 5.4: Exchange information with RRC directors.

Task 6 Identify Promising Practices in ADD

There is a need to organize, synthesize, and disseminate knowledge that will enable parents and educators to respond to the educational needs of children with Attention Deficit Disorder.

Objective 6.1: Solicit, obtain, analyze, and report current Attention Deficit Disorders (ADD) information.

Objective 6.2: Refine, update, and present ADD information.

Objective 6.3: Develop a resource package on ADD practices.

Task 7 Evaluating and Reporting FRC Activities

There is a need to evaluate and report FRC technical assistance activities and assist the RRCs and the OSEP in evaluating technical assistance and other services.

Objective 7.1: Evaluate activities associated with FRC tasks.

Objective 7.2: Assist in or facilitate evaluation of technical assistance and related activities.

Objective 7.3: Develop monthly, quarterly, and annual reports.

Task 8 Measuring Performance

There is a need to establish and maintain an effective project management system that supports the FRC's completion of its contractual obligations with the funding agency.

Objective 8.1: Monitor staff time and activities, budgets, and progress.

Section V: Conceptual Framework

Effective and responsive technical assistance is based upon commonly shared values. The FRC administer the project in accordance with the following basic values:

- All individuals have value and dignity and deserve respect and the right to make choices in their lives.
- All individuals have potential for growth, development and learning.
- All individuals have the right to supports necessary to learn, work, enjoy leisure, develop relationships and live in communities of their choice without discrimination or isolation.

The FRC addresses its purpose through strategies that foster and sustain change. The following elements of effective technical assistance are critical to the services delivered by the FRC to the six Regional Resource Centers, the OSEP and other OSEP-funded technical assistance projects:

- Documentation of needs, plans, roles and communication protocols in agreements that ensure common understanding (Block, 1991; Steele, 1982);
- Refinement of problems into statements of needs in ways that are responsive to the client but avoid inappropriate jumping to solutions or "quick fixes" (Kilmann, 1987, 1989);
- Provision of information and assistance that reflects state-of-the-art practice tested in similar contexts and that recognizes the need for personal transitions in the change process (Bridges, 1991; COSMOS, 1991; Peterson, 1978; Yin & White, 1984);
- Awareness of the role of the RRCs as mid-level disseminators and technical assistance providers in an array of information developers, disseminators and technical assistance providers funded by the OSEP (OERI, 1991; Safer, 1991);
- Use of content and process experts during development and delivery of assistance (COSMOS, 1991; Peterson, 1978; Saxl & Miles, 1985);
- Recognition of the need for individuals to play various internal and external roles in the change process (Block, 1981; Bryson, 1988; McDonnell & Elmore, 1987; McLaughlin, 1990);
- Use of evaluation techniques that provide ongoing information during the technical assistance process and recognize the need for time to pass prior to the assessment of impact (Freidman & Nowakowski, 1992; RRFC Network, 1988; Suarez, 1991).

Section VI: Description of Project Activities

Task 1 Transition

There is a need to prepare for the operation of the Federal Resource Center for Special Education (FRC) and ensure a smooth transition from operation as the Federal Regional Resource Center to the new FRC.

Objective 1.1: The FRC will be fully operational by June 1, 1991.

The FRC achieved full operational status on June 1, 1991. No problems were encountered in making the transition from operation as the FRRC to status as the new FRC. Communication was established with the OSEP and is documented in the Principal Investigator/Project Director's telephone log and project master files.

Task 2 Meeting with COTR

There is a need to meet with the Contracting Officer's Technical Representative and achieve operational agreement on the FRC procedural plan and management procedures.

Objective 2.1: OSEP and the FRC will reach an understanding of goals and objectives of the procurement and the proposed FRC's approach and commit to action.

The Principal Investigator/Project Director met with OSEP personnel representing both contracts and program issues on June 12th, 1991. During the meeting, activities under specific tasks were clarified and agreement was reached. A summary report of the meeting was filed with and accepted by the COTR.

Task 3 Identifying Significant Issues and Trends

There is a need to identify and report key issues and trends in special education with implications for the development and implementation of state policy and procedures which ensure a free appropriate public education and improve outcomes of education for individuals with disabilities and their families.

Objective 3.1: Develop a report of critical issues and trends in special education.

Project staff immediately initiated work on the identification of issues and trends through a Delphi process. Survey participants were identified from recommendations, scholarly journals, institutes of higher education, professional organizations, parent and advocacy groups, and consumers. The FRC included a broad representation of points of view on special education issues and in particular concerns related to serving children with disabilities from minority

backgrounds. A total of 255 individuals were included in a database of potential respondents. Of that group, 10 national experts were identified as pilot reviewers.

FRC staff generated 146 predictive statements to be included in the pilot round. Statements reflected national trends in special education reported in the literature, needs identification reports from the six RRCs and other OSEP-funded technical assistance projects, and federal monitoring reports. Instructions for the survey and a reaction form were developed. Two graduate classes at the University of Kentucky also were involved in reacting to the initial statements and suggesting additions and deletions.

The pilot survey instrument was sent to 10 national experts for review and input on its clarity, completeness, and format. During the same time period participant recruitment letters were sent to 255 individuals. One hundred thirty of those contacted agreed to participate in the Delphi process. Included in the participants were representatives from federal, state, and local special education administration; faculty at institutes of higher education; researchers; national technical assistance providers; members of national organizations; parents; and consumers.

Completed survey instruments were returned by 117 representatives for a 90% response rate. Analysis of first round results and development of the second round instrument were completed during the third and fourth quarters of year one of the FRC contract. Round II, which included an analysis of Round I responses and all participant comments on 146 predictive statements, was mailed to 117 issue identification participants.

Selected items from the Round I survey were included in the January/February 1992 issue of *SpecialEdge*, a statewide newsletter published by Resources in Education and disseminated throughout the state of California. Staff representing this publication again contacted the FRC requesting permission to include excerpts from the Round I analysis in an upcoming publication. Editors are also seeking permission to include information from the final report in their newsletter.

Due to end of school year timelines, numerous Round II respondents requested a time extension for completion of Round II responses. This delayed the analysis procedures and the FRC requested an extension for completion of the final report as full representation by the special education community was considered a critical element in accurate identification of issues and trends affecting services for children and youth with disabilities.

The FRC completed the Delphi study of issues and trends in special education and submitted the final report to OSEP. The report includes a brief description of the process and respondents,

followed by an overall report of results, as well as results in 14 topical domains covered by the instrument. Next, a discussion and implications for the future are provided followed by selected appendices. Excerpts from the document were included in *Counterpoint* and *SpecialEdge* two special education publications. Reports from California education meetings acknowledge the discussion of selected predictive statements included in the report at state sponsored special education meetings. In addition, the document was shared with COSMOS Corporation as part of an environmental scan to assist in the development of a National Special Education Agenda.

Objective 3.2: Develop issue briefs on topics to be specified by the COTR.

Federal Monitoring Checklist. OSEP monitoring staff requested that the FRC develop an issue brief describing a self-study checklist that state education agency administrators could refer to in analyzing their state's child count data and CSPD plans. A consultant, Robert Black was hired to develop the brief. The completed document included a self-study checklist and follow-up interview for CSPD and a self-study checklist and follow-up interview checklist for child count information. The draft instrument was reviewed by OSEP staff, corrections were made and three copies disseminated to Ruth Ryder. The checklist and supporting interview questions were submitted to the COTR.

The checklist was tested at two pilot sites during the year by OSEP monitoring teams. As with most initial instruments, the pilot test identified areas in need of revision. OSEP personnel are in the process of making these changes and developing a suitable monitoring checklist and interview instrument.

Issues in Cultural Diversity. Two ERIC clearinghouses, Urban and Bilingual Education, contacted the FRC to request permission for inclusion of *Exploring Education Issues of Cultural Diversity* in their respective databases. This document was developed under a previous FRC contract. Permission was granted for inclusion in these two national clearinghouses. It is anticipated that this action will facilitate dissemination of the information to a national audience.

This document has been disseminated by the Interdisciplinary Human Development Institute to fill 36 requests from the public. The issues identified in the document were used at a national conference on Celebrating Diversity: A Topical Conference sponsored by Technical Assistance for Parent Programs attended by the director of the FRC. This work has been widely shared with general and special educators. The quality and validity of this work was greatly enhanced by the use of 42 professionals and parents representing the cultural mix of the nation.

Eight critical areas were identified and included in the document: Administration and Policy, Attitudes and Bias, Training and Personnel, Curriculum and Instruction, Assessment, Society and Community, Parents and Families, and Funding. The FRC continued work on this initiative during year-two of the contract by identifying a potential action agenda for resolving some of the problems associated with providing a quality education to students from diverse cultural backgrounds.

In September of 1992 the FRC convened a meeting of the National Task Force on Cultural and Linguistic Diversity in Atlanta, Georgia. The Task Force, composed of 14 nationally recognized experts, developed potential action plans to address critical issues in providing an appropriate education for students from culturally, racially, ethnically, and linguistically diverse backgrounds. The resulting document, *Task Force Report: Cultural and Linguistic Diversity in Education*, was completed and submitted to the OSEP at the end of the FRC contract. The document provides a context describing the current educational reality of students from culturally and linguistically diverse backgrounds; a vision of unbiased schools, communities, and society, strategies for achieving these visions; and measures of progress in reaching the vision. In addition, a listing of human resources and suggested readings is included.

Information from the Task Force meeting and preliminary report was presented at the 3rd Annual OSEP Sponsored Technical Assistance and Dissemination Conference. The final report was shared at a NEC*TAS sponsored meeting in June 1993 and numerous request for the report were responded to by the FRC.

Objective 3.3: Conduct up to 7 small group meetings per contract year.

Information reported for Objective 3.3 includes meetings actually conducted by the FRC and meetings in which OSEP merely requested some form of assistance during the FRC contract period (June 1991- May 1993).

America 2000 Exhibit. The FRC provided assistance to OSEP by facilitating a presentation at the Conference on Improving Mathematics and Science Education held on December 10, 1991. The presentation included a video on *America 2000* initiatives.

Chapter I Meeting. The OSEP requested assistance with meeting arrangements for a Chapter I function to be held on March 12th and 13th. This meeting was canceled and rescheduled for June 29 and 30, 1992. The FRC worked with the Research Triangle Institute and provided audio-visual equipment, meeting rooms and assistance with travel expenses for participants.

Interagency Coordination. During the second year of the contract, the FRC coordinated a meeting for 35 representative of the Chapter I/ Special Education Coordination Forum as part of the OSEP efforts to enhance interagency coordination and information sharing between special education and Chapter I leaders.

CSPD National Agenda Task Force. The FRC Director participated in two small group meetings that resulted in a mission statement designed to ensure the availability of sufficient members of qualified personnel to provide services to infants, toddlers, children, and youth with disabilities. A draft statement of the National Personnel Agenda focused on three priority areas: Quality of Personnel, Quantity of Personnel, and Diversity of Personnel.

In February of 1992, the FRC responded to a request from OSEP staff to arrange for another National Agenda Task Force meeting to be held in Washington, DC. FRC staff arranged hotel accommodations and maintained communications with OSEP personnel. In addition, the FRC identified a consultant to facilitate the meeting, submitted potential agenda items, and assisted in the development of a meeting evaluation process. Due to the late development of the agenda, an effective evaluation plan was not able to be completed prior to the meeting. However, the consultant did include a report of meeting effectiveness as part of the minutes of the meeting and these were shared with all participants and OSEP. A summary of the most recent National Agenda Task Force meeting was prepared by the FRC contracted consultant. This too was disseminated to appropriate participants.

Focus on Severe Disabilities. The FRC responded to a request from OSEP on the identification of a consultant for the State Networking Meeting on Severe Disabilities. Tom Justice was selected from a list of potential consultants and a contract agreement was negotiated with input from California Research Institute and OSEP. Mr. Justice facilitated a small group session at the OSEP State Networking Meeting held in Washington, DC on February 11th and 12th, 1992, and participated in the entire meeting process providing additional consultation on small group methods.

Federal Monitoring Activities. The FRC Director responded to a request from OSEP for assistance with the facilitation of a meeting of the Monitoring Liaison Group. FRC staff made meeting arrangements and contacted participants. In fact, this meeting was scheduled for three different occasions and canceled during the period from March to June 1992. As a result of preparations for this activity, a potential contract problem was identified and reported to the COTR and OSEP staff. The issue was related to limits on the number of participants at small group meetings. Due to this lack of clarity, the meeting of the Monitoring Liaison Group was

postponed. The participant issue was resolved and a clear understanding of contract requirements was reached by all parties. The FRC did assist OSEP in conducting the meeting on October 1st and 2nd of 1992.

CSPD Subcontract Activities. The FRC subcontracted with the National Association of State Directors of Special Education (NASDSE) for project activities related to reviewing, planning and developing national activities to improve the effectiveness of Comprehensive Systems for Personnel Development. The following activities were undertaken during the two-year contract period to perform the technical assistance requirements in the area of CSPD.

- Identifying other contractors and grantees who are engaged in other OSEP-funded and supported CSPD/ personnel development work;
- Meeting with Lou Danielson and other contractors and grantees to ensure that all efforts are complementary and coordinated;
- Reviewing data collected by the Clearinghouse on the Professions from all states regarding CSPD activities;
- Preparing an analysis of CSPD data collection systems;
- Attending and making a presentation at the Mountain Plains RRC meeting in White Fish, Montana;
- Outlining an analysis based on NPRM, existing regulations, and IDEA Part B;
- Developing a handbook for SEAs to use in meeting personnel requirements in Part B;
- Participating in OSEP CSPD data collection Task Force meetings;
- Participating in the State Plan Academy meeting in DC to clarify Federal requirements and the OSEP position on State Plan content;
- Participating in discussions with OSEP staff regarding the OSEP position on applicability of State Plan Requirements for the current fiscal year;
- Reviewing the legislative history and congressional intent of regulations relating to CSPD;
- Developing an analysis of the CSPD requirements that includes a comparison of old and new requirements as well as a discussion of important implications of the new requirements;
- Conducting case studies in Arizona, Guam, New Hampshire, Kansas, the BIA, Louisiana, and Colorado;
- Analyzing the state case studies and developing recommendations based on the information obtained;

- Facilitating a nation meeting SEA CSPD coordinators and chairs of SEA CSPD councils to share information on CSPD initiatives; and
- Developing a marketing plan for the National Personnel Agenda.

Task 4 Facilitating and Coordinating Information Exchange

There is a need to facilitate and support information exchange between the Office of Special Education Programs, the six Regional Resource Centers, and other OSEP-funded technical assistance providers in order to enhance the consistency of technical assistance content and strategies.

Objective 4.1: Plan strategies to facilitate coordination and information exchange.

In an effort to collaborate with national special education projects, the FRC Director, representing the Regional Resource Centers, participated in the NICHCY Advisory Board Meetings. This allowed input by the RRC network into potential methods for collaborative efforts in serving children and youth with disabilities.

As part of ongoing efforts to facilitate information networking among OSEP-funded technical assistance and dissemination projects, FRC staff worked with OSEP personnel on modifications to the DESIS system. In addition the information specialist assisted NERRC staff in exploring the DESIS system and its potential for use as a data collection system for the RRCs.

Objective 4.2: Conduct one meeting per year of technical assistance and dissemination providers and develop proceedings document.

The FRC staff coordinated the Second Annual Technical Assistance and Dissemination Conference held in Washington, DC. The FRC assisted with agenda development, facility arrangements, small group facilitation, conference evaluation, and development of a proceedings document. Electronic communication and a teleconference were used to get input from an agenda committee comprised of representative projects and OSEP personnel. The proceedings document and a summary of the conference evaluation was disseminated to 76 participants. In addition, 200 copies were made available for distribution at the annual NASDSE meeting held in Cincinnati in November 1991.

As a follow-up to action steps generated by conference participants, FRC staff and a representative from MSRRC completed a document summarizing project evaluation methodology, *Evaluation Information Report: OSEP-Funded Technical Assistance and Dissemination Projects.* The document was disseminated to all projects participating in the

conference. In addition, it was also shared with SpecialNet users via the Program Evaluation Bulletin Board at the request of the board administrator.

An over all conference follow-up plan was developed by FRC staff based on the suggested action steps outlined in the proceedings document. Steps taken so far have included the identification of network contacts, development of a draft proposal for a bulletin board to link all projects for the purpose of ongoing information exchange, and initial preparations for the schedule and potential focus of the Third Annual Technical Assistance and Dissemination Conference.

Communication has been maintained with OSEP on the planning of the 3rd Annual Technical Assistance and Dissemination meeting. The FRC contacted key project representatives, Bud Fredricks, Pascal Trohanis, Tom Wermuth, Linda Leach, and Carol Valdivieso, to get input on agenda development. In addition, the FRC held a teleconference with the NICHCY director to continue planning the 3rd Annual meeting.

The 3rd Annual Technical Assistance and dissemination Conference was held on February 9th through the 11th, 1993 in Washington, DC. This was a joint effort between the OSEP, NICHCY, and the FRC. This four day meeting was quite successful (see Evaluation section) and provided opportunities for participants to gain new knowledge and make connections with other projects working on similar technical assistance initiatives.

Follow-up activities from this conference included maintenance of the DESIS database and a NASDSE sponsored meeting in conjunction with the Annual Spring Leadership Conference. The NASDSE meeting followed-up on methods to facilitate sharing of state level databases to enhance the knowledge base of technical assistance providers.

Task 5 Consulting with and Training for RRCs and OSEP

There is a need to collaborate with the six Regional Resource Centers on a variety of activities focused on ensuring the consistency of technical assistance content and strategies.

Objective 5.1: Provide consultation and training to RRC and OSEP personnel.

The Program Accountability Analysis Worksheet was completed by the FRC and submitted to OSEP as requested. This has been forwarded to OMB. The FRC facilitated a conference call with the RRFC network to assist in the completion of this task. The FRC document was to be used as a potential model for the RRFC network.

The FRC responded to a request for technical assistance from Mountain Plains RRC. This resulted in planning for participation in the Small States Conference and the development of a presentation of information on Comprehensive System of Personnel Development.

During the third quarter of year-one, the OSEP requested assistance with the coordination of a teleconference for members of the RRFC Guidelines Panel. This teleconference was designed to provide direction to OSEP staff on the operation of the six RRCs and the Federal Center. The FRC made the logistical arrangements for the call and developed a summary that was submitted to OSEP for review and dissemination.

The FRC staff participated in the Spring OSEP Leadership Conference in Washington, DC during both contract years and provided recorders for two small group sessions. The FRC was involved in preparations for this meeting and arranged a teleconference call to assist in meeting planning by RRCs.

The FRC assisted the RRFC network in planning, coordinating and facilitating the All RRFC staff meeting in Washington, DC. A concerted effort was made to assist the RRCs' topical work groups in enhancing their information sharing capacity. FRC staff worked individually with each group to identify specific needs and to incorporate their requests into the meeting agenda. As a follow-up to this activity, the FRC is preparing a proceedings document.

Objective 5.2: Facilitate information sharing.

The technical assistance needs database developed and managed by the FRC was continually updated as RRCs reported new information on state needs. The FRC responded to 13 specific requests for information on RRC activities included in the database. The FRC staff also provided consultation to three Regional Resource Centers (NERRC, MSRRC, and SARRC). The FRC responded to five topical requests by OSEP on information included in the technical assistance database.

The FRC worked to enhance the information sharing capabilities of the RRCs in an efficient and effective manner. Work centered on helping centers incorporate the OSEP DESIS database into the RRC network information system. This involved updating the database to include Macintosh capabilities. FRC staff responded to 12 specific requests from RRC staff for information on national special education issues. The FRC held informal discussions with the RRC directors about ways to more effectively communicate outcomes of their technical assistance activities with states. As a result of these efforts, RRC staff reviewed their reporting styles and met in October 1992 to discuss options for reporting assistance.

The FRC director met with NASDSE staff and other RRC directors on methods to enhance information sharing and strengthen cooperative endeavors in providing technical assistance to state education agencies. As a result of that meeting, the FRC assumed responsibility for the development and maintenance of a monthly calendar of RRC activities. This project facilitated cooperative planning and joint provision of quality and consistent technical assistance for SEAs on national priorities in providing services for children and youth with disabilities.

On a regular basis, the FRC participated in numerous ongoing task group teleconferences led by RRCs. The FRC responded to an ongoing need for up-to-date technical assistance data from the Early Childhood Task. The FRC agreed to provide quarterly updates to this group from the technical assistance database. The information will also be sent to NEC*TAS and early childhood RAP representatives.

Objective 5.3: Develop a resource package on hearing officer training.

During the first year of the contract, initial information on hearing officer training was solicited from the MSRRC. FRC staff developed a database for recording the data and entry of data was initiated.

As of result of this activity a resource package including hearing officer training issues, materials, and trainers was developed and disseminated during the second year of the contract. The document was shared with all RRCs and the OSEP. It is available for further dissemination by these agencies.

Objective 5.4: Exchange information with RRC directors.

The FRC planned, arranged and participated in the Directors' Conference held in Washington, DC in June. The FRC Program Manager, prepared and presented at two sessions. Minutes of the meeting were developed and disseminated to RRC Directors and OSEP personnel by the FRC. The meeting resulted in the development of reporting formats for needs assessment data and quarterly reports by the six RRCs As a follow-up to this meeting, information on FRC initiatives from the new contract were distributed in an effort to promote understanding and coordination of activities.

The FRC facilitated meeting arrangements for an October 3rd, 1991, meeting of RRC directors and selected staff. This meeting focused on the following topics: accountability, Annual Report to Congress, other data needs, RRFC system needs, and networking procedures. South Atlantic RRC took the lead on agenda development and meeting process.

The FRC participated in all regularly scheduled directors' conference calls. Over the course of the contract period the FRC became responsible for managing the Directors' Conference Calls. The FRC developed a standard agenda, arranged for the conference through WISLINE and prepared the minutes. In addition, the FRC developed a monthly activity calendar and reported ongoing efforts of RRC Task Groups. This calendar was shared with selected OSEP-funded projects and OSEP personnel on a monthly basis.

Task 6 Identify Promising Practices in ADD

There is a need to organize, synthesize, and disseminate knowledge that will enable parents and educators to respond to the educational needs of children with Attention Deficit Disorder.

Objective 6.1: Solicit, obtain, analyze, and report current Attention Deficit Disorders (ADD) information.

The FRC Attention Deficit Disorder Program Consultant prepared a draft report of the Stakeholder Plan for ADD activities. The FRC submitted the draft document to OSEP June 15, 1991. Consultants were identified, contacted, and the Core Group participated in a meeting held on October 4, 1991, in Lexington, Kentucky. The Stakeholder Consultants in conjunction with FRC staff developed the criteria for inclusion of promising practices in the ADD preliminary report, standards for applying the criteria, and a process for locating practices in educational settings. The FRC consulted with OSEP staff in order to complete selection of appropriate consultants having "craft knowledge" in the assessment and instruction of children with ADD.

The FRC distributed a flyer for nominating practices in November of 1991 to a random selection of the public schools across the nation (1%), professional organizations, and parents. In all, over 10,000 copies of the flyer were disseminated. The FRC developed nomination materials to send to nominees. These were designed to elicit specific detailed descriptions of practices for review by panels of experts in the field of ADD.

The FRC's efforts to locate school based practices that have potential promise in working with children and youth with ADD resulted in the nomination 504 school practitioners. A database was developed to manage the nomination and selection process. Packets for describing each practice were developed and mailed to the nominees. Using criteria developed by the core stakeholders for ADD practices, review procedures were devised to assist in the rating of nominated practices. Twenty-four stakeholder consultants were trained via conference calls in the application of review procedures.

During the third quarter of year one, a member of the FRC staff was invited to participate in the annual conference conducted by the Professional Group for ADD and Related Disorders (PGARD). Thirty-nine professionals working in the field of ADD were present at this meeting. A summary of the process used to develop the FRC ADD initiative was presented as well as progress achieved to date by the FRC on project initiatives. This meeting also provided an opportunity for networking with the other four OSEP-funded ADD centers and being fully informed of their work and progress to date.

The FRC received 146 completed practice nomination packets by the February submission deadline. Each was processed, copied, and distributed to review teams composed of three independent reviewers who completed the review process during the fourth quarter of the FRC contract.

Once the review process was completed, quantitative and qualitative results were analyzed and organized for use by the Core Review Team in making practice selections for the preliminary report to OSEP. The Core Review Team met on April 6, 1992 in Lexington, KY. At this meeting, a two-gated selection process was developed and the organization of the preliminary report was agreed to by participants. In order to pass the first gate, a practice had to be rated as having strong promise by at least two of the three raters who reviewed the practice. This process resulted in the top 30% of the practices passing the first gate. The practices passing the first gate were then rescreened for: geographical diversity; collaborative involvement; empirically validated as well as unique strategies; positive outcomes; potential for public school replication; academic social, and behavioral practices; and representation of all school levels. Eight assessment and 18 intervention practices passed the second gate of the review process.

Following this meeting, FRC staff summarized the 26 practices selected for inclusion by the consultants. The preliminary report of year-one activities was developed and submitted to OSEP for approval on May 31, 1992.

Throughout the contract period, FRC staff responded to numerous written and telephone inquiries regarding promising practices for ADD in public school settings. A clear expression of need for information was voiced by school personnel, parents, and individuals in service agencies. In addition to the other project activities, FRC staff maintained regular contact with stakeholder consultants and the OSEP project officer.

Objective 6.2: Refine, update, and present ADD information.

To gain more information about the 26 practices considered to hold strong and equal promise in educating students who have ADD the FRC staff visited ten school districts. The ten sites were selected to represent diverse practices emphasizing different age ranges; a representation from assessment, intervention and training practices; diverse geographic and demographic settings. Additional information was obtained on the 16 practice sites that were not visited in person through telephone interviews. Information from these visits and telephone interviews was organized, analyzed and drafted into written reports to be reviewed by the staff for inclusion into the final report. This information also was presented at the Forum on ADD in January 1993 and was reviewed by national experts in the fields of special education and psychology.

Objective 6.3: Develop a resource package on ADD practices.

Through continued involvement of national consultants and the project stakeholder group preliminary practice descriptions were refined and a document, *Attention Deficit Disorder: School-Based Practices, A Final Report*, was completed. In addition to the continued involvement of these groups, the FRC worked closely with OSEP personnel and editors at the Chesapeake Institute to produce a user friendly comprehensive report on the 26 practices and a variety of materials showing promise in meeting the educational needs of students with attention deficit disorders. The final report was submitted to OSEP at the close of the FRC contract period.

Task 7 Evaluating and Reporting FRC Activities

There is a need to evaluate and report FRC technical assistance activities and assist the RRCs and the OSEP in evaluating technical assistance and other services.

Objective 7.1: Evaluate activities associated with FRC tasks.

FRC evaluation activities are based on its evaluation plan submitted as part of the proposal response. The FRC identified evaluation concerns associated with each operational task. An attempt was made to provide data that documents accomplishments and to determine the worth of activities and products. Data obtained from formative and summative evaluation activities were and used as the basis for decision making by project staff.

Evaluation findings are reported in Section VIII of this document. Answers to evaluation questions submitted with the FRC proposal provide the basis for the evaluation section.

Objective 7.2: Assist in or facilitate evaluation of technical assistance and related activities.

No requests for assistance in evaluation activities were received from OSEP or RRCs. Therefore, no activities were undertaking in regard to Objective 7.2.

Objective 7.3: Develop monthly, quarterly, and annual reports.

All monthly, quarterly, and annual reports required in the FRC contract were developed, submitted to OSEP, and approved. No difficulties were encountered in completing Task 7 reporting activities.

Task 8 Measuring Performance

There is a need to establish and maintain an effective project management system that supports the FRC's completion of its contractual obligations with the funding agency.

Objective 8.1: Monitor staff time and activities, budgets, and progress.

General Project Management. Task progress was monitored throughout the FRC contract. Data from the management system were analyzed and reported in response to Interdisciplinary Human Development Institute and the University of Kentucky requirements. Budgets were maintained and reconciled with the University accounting system and spreadsheets were designed to automate the FRC in-house accounting system during the first month of the contract. These spreadsheets were maintained and revised as necessary and provided an efficient method for monitoring project expenditures and time effort information.

Management of the Subcontract. The Director of the FRC supervised and monitored the subcontract through weekly telephone contacts and monthly written reports. Through the ongoing use of the FRC Performance Management System, the Project Director identified problems in completion of subcontract deliverables during the second quarter of operations. In consultation with the COTR, meetings with NASDSE staff, and their consultants, a corrective action plan was developed. The corrective action plan and a description of the subcontract activities were submitted to the COTR. This action by the FRC Director and the COTR alleviated subcontract problems and enabled to project to complete specified work in a timely manner.

The FRC management system supported the execution of contractual obligations in an efficient manner. There are no recommendations or problems to report related to this task

Cumulative Expenditures by Task

June 1991 - May 1993

TASK - 1	$822.56	TASK - 5	$13,374.55
TASK - 2	$553.38	TASK - 6	$64,947.34
TASK - 3	$255,269.76	TASK - 7	$17,227.03
TASK - 4	$21,695.47	TASK - 8	$1,434.36

Cumulative Salary Expenditures

June 1991 - May 1993

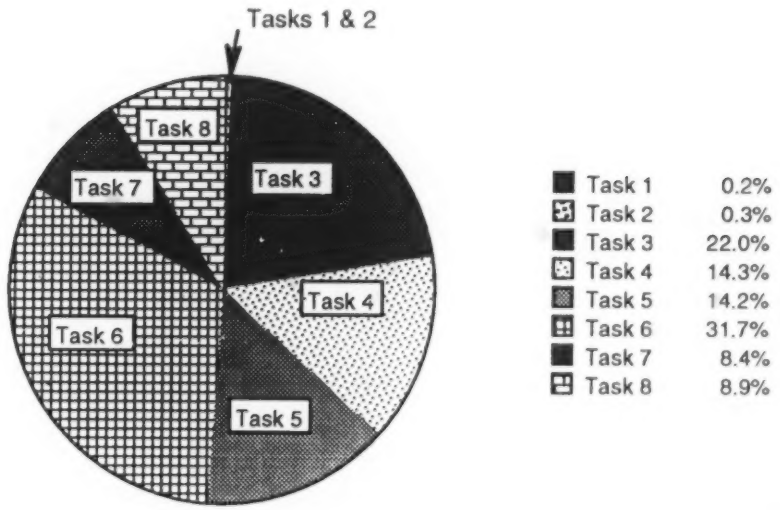
Employee Salary & Fringe	
L. Carlson	$117,009.36
R. Hales	96,459.35
S. Challman	14,323.23
B. Burcham	40,258.66
J. Collins	30,978.99
E. Schuerman	4,587.44
M. Webb	1,507.56
V. Hamm	2,403.72
Total Salary & Fringe	$307,528.31
Total TASK Expenditures	375,324.45
Total Expenditures	$682,852.76

Cumulative Personnel Report

June 1991- May 1993

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	Total
Carlson, L.	10	30	768	252	538	643	491	714	3,446
Hales, R.	10	2	1336	760	741	413	291	159	3,712
Burcham, B.	0	1	1	1	11	2201	77	38	2,330
Challman, S.	0	0	152	458	168	0	0	8	786
Total	20	33	2,257	1,471	1,458	3,257	859	919	10,274

Project Hours by Task



Section VII: Identified Problems and Resolution

Task 1. No problems were encountered with the completion of this task.

Task 2. No problems were encountered with the completion of this task.

Task 3. The completion of the Delphi Study for the report of issues and trends was delayed in completion. This held up the dissemination of the report and its submission to the OSEP. When using input from busy representatives of the special education community, it is necessary to balance the importance of critical information gathering and project timelines. Timing of contact with the field can be a critical element in task completion. It is necessary to give consideration to potentially busy times in schools and IHEs when making contact with the field. When using field reviewers, it is necessary to allow extended response time and possible use follow-up contact to increase the probability of getting responses.

Task 4. Scheduling conferences and meetings presents difficulties when lead times are not sufficient. This is particularly true in the Washington, DC area where special events (e.g., Presidential Inauguration, demonstrations and marches) and seasons (e.g., cherry blossom time, spring school trips) of the year decrease the probability of finding adequate accessible meeting space. In addition to the problems with finding suitable space is the difficulty of getting suitable presenters and project representatives who have busy schedules. It would be most helpful if annual conferences and meetings could be schedule at the same time each year and become a part of a calendar of events.

Technical Assistance and Dissemination Conference planning needs to be participant driven. It would be helpful to develop a planning team representative of the projects and the OSEP to determine meeting objectives and outcomes. This was attempted by the FRC in the second year of the contract and proved to be somewhat successful.

Task 5. No problems were encountered with the completion of this task.

Task 6. Some difficulties were encountered with the editorial requirements of the final ADD report. Working with an external editor at the Chesapeake Institute was complicated by variations in time lines among the two projects (FRC and Chesapeake). This difficulty was probably unavoidable, but consideration for the extra time it takes to coordinate different entities must be built into planning and timelines for completion.

The information on ADD developed as a part of Task 6 are in demand by field practitioners. It is therefore critical that dissemination of descriptions of promising practices be made available to the field in a timely manner.

Task 7. No problems were encountered with the completion of this task.

Task 8. Two reports were delayed in completion. Delays were attributed to difficulty getting responses from the field for the first and difficulty scheduling site visits for the second. These were considered unavoidable delays and reports were completed and submitted to OSEP at a time agreed to by both parties.

Subcontract management presents unique problems that call for careful monitoring by the contractor. The FRC management system was adequate for this oversight task, but extra time and effort had to be allocated to provide adequate supervision.

Section VIII: Evaluation Findings

Task 1: Transition

Evaluation:

Were there any problems in transition?	No problems were encountered with Objective 1.1.
Did the FRC achieve operational status?	The FRC was fully operational on June 1, 1991.
Was communication established with COTR?	Yes, communications were established with the Contracting Officer's Technical Representative (COTR). The director's telephone log and written files provide verification.

Task 2: Meeting with COTR

Evaluation:

Did both parties reach an agreement of workscope, methods, and procedures?	Yes, both parties reached agreement on the workscope, methods, and procedures to carry out the FRC contract.
Was the summary report accepted by OSEP?	Yes, the report was submitted and accepted by the COTR.
Were there any problems encountered?	No problems were encountered in the completion of Objective 2.1.

Task 3: Identifying Significant Issues and Trends

Evaluation:

Were the major issues and trends accurately identified?

Input from respondents indicate that major issues and areas of agreement and disagreement in the special education field were identified by the process used by the FRC. It is, however, too early to reach a definitive answer to this question as the OSEP and the special education constituency at large have not, as yet, reacted to the final report. In addition to interest in the results by participants in the identification process, the FRC has receive several requests from readers of the *SpecialEdge* to facilitate sharing of results.

This effort does have potential for influencing the direction special education services will take over the next two decades. Critical differences of opinion that could block unified movement by the field are being identified. The full potential of the issues and trends document and its usefulness will be determined during year-two of the contract and beyond.

Was the report of issues and trends useful to OSEP, RRCs, and other technical assistance providers?

It appears that the report has been useful. More than 500 copies of the report were disseminated by the FRC. In addition to this, RRCs receive numerous requests for the document. It was used as a part of planning by special educators in the Mountain Plains Region and in training for local administrators in the Northeast Region.

The document was used in the planning and as a suggested resource National Agenda Meeting for Achieving Better Resources for Students with Special Needs in Charlottesville, Virginia. In addition, FRC staff made numerous invited presentations including the 1992 National Association of Directors of Special Education in Atlanta, Georgia; the 1993 Technical Assistance and Dissemination Conference in Washington, DC; the 1993 Mid-West Special Education Administrators Conference in Breckenridge, Colorado; and the 3rd Bi-Annual International Association of Special Education Conference in Vienna, Austria.

Were all timelines met in development of the report of issues and trends?

No. Due to the end of year responsibilities of many Delphi participants, Round II analysis was delayed. The final report was delivered to OSEP by August 31, 1992.

Were the briefs developed by the FRC useful to OSEP, RRCs and technical assistance providers?

One brief was developed during the first year of the FRC contract. The *Federal Monitoring Checklist* served a useful purpose, but it was not the complete answer to the OSEP need. Revisions were to be completed by the OSEP monitoring teams.

During year two, the Task Force on cultural and linguistic diversity completed a report (issue brief). This was completed during the last month of the contract period so it is difficult to determine its usefulness. It is anticipated that this document will prove to be an important contribution to improving the educational services for children and youth from culturally and linguistically diverse backgrounds. The actual identification of experts in this area has been of benefit to the OSEP. Several request for representatives of the Task Force to participate on other OSEP sponsored initiatives were responded to by the FRC.

Were the briefs acceptable to the COTR/ OSEP?	All briefs submitted to OSEP were accepted.
Were premeeting communications adequate?	Premeeting communications were a problem throughout the contract period. When sufficient time is not available prior to scheduled meeting dates to fully inform participants, they are not satisfied.
Were meeting arrangements adequate?	All meeting arrangements were adequate.
Was the structure of meetings conducted by the FRC appropriate?	No problems were encountered with meeting structure when the FRC was responsible for this part of the arrangements.
Did proceedings documents accurately summarize the events?	There were no problems encountered with proceedings documents. In fact the Technical Assistance and Dissemination Conference proceedings documents have been found to be a useful resource and have been shared when requested with others.

Task 4: Facilitating and Coordinating Information Exchange

Evaluation:

The FRC developed an evaluation instrument to obtain formative feedback on Annual Technical Assistance and Dissemination meetings. Questions covered premeeting information, general comments, highlights and benefits, suggestions for improvement, needs, impact, and follow-up activities. The results of the participant responses are included in answers to evaluation questions in this section of the Annual Report.

Were OSEP, RRCs, and technical assistance providers satisfactorily linked for information exchange?	Some progress was made in this area. The FRC continued to work to improve linking and information exchange throughout the contract period.

Were premeeting communications adequate?

During the first year, seventeen participants in the Technical Assistance and Dissemination Conference offered comments related to the adequacy of premeeting material sent and areas for improvement. Overwhelmingly, respondents said materials were too little, too late. In general materials should be sent earlier and include more detail on the meeting agenda, process, and arrangements.

Participants in the Technical Assistance and Dissemination Conference held in 1993 reported that they felt adequately informed of the conference prior to attending. Suggestions to improve the premeeting information included adding project descriptions/ profiles to the packet of information and including the mission of each project. A few participant still felt the need for earlier and more detailed information on the meeting purpose and a better orientation for newcomers.

Were meeting arrangements adequate?

Planning for all major meetings and conferences should be initiated at least six months prior to the actual date of the meeting/ conference. This advanced planning process would allow for better accommodations for the meeting and fewer restrictions to agenda development. In addition, information on special accommodations must be on all registration forms.

Was the meeting structure appropriate?

A majority of meeting evaluations (12 of 16) found the Second Annual meeting useful. Participants did express a desire to have small group sessions more outcome oriented. A need for increased networking opportunities continues to be reported.

Highlights of the conference included formal and informal networking with other projects and individuals. The displays, plenary sessions, and small group sessions were also noted as highlights. The reception and updated project descriptions were also singled out as benefits of the meeting.

Participants in the Third Annual Technical Assistance and Dissemination Conference found it provided them with helpful, relevant, interesting and beneficial information. The major complaint was that it was too lengthy.

Presentations and this meeting were found to be of exceptionally high quality. Participants did request shorter sessions with smaller groups and additional time for project displays.

Were meeting objectives achieved?

Stated small group objectives were not achieved in all cases. There needs to be increased focus and more specificity of outcomes. There was still a lack of resolution on the question of impact evaluation.

Twelve of 15 respondents did feel that the conference did impact their ability to collaborate in the future. They cited increased connections and awareness of other projects, updated lists of contacts, enhanced relationships, and direct exchanges of information as positive impact of attendance.

Did the proceedings document accurately summarize the event?

Proceedings documents were approved by OSEP and were reported as useful to participants for maintaining connections with other projects and the participants.

What evidence was available that activities associated with Task 4 had an impact on improving the consistency and content of technical assistance?

The meeting built connections that have been followed up by participants. Representatives from the Transition Institute have continued involvement on both formal and informal activities since the meeting was held with RRC transition specialists. Transition Institute representatives participate in Transition Task Group teleconferences on an ongoing basis. RRC representatives visited the Transition Institute and the two groups have explored methods for tapping into databases and other means of sharing information. The RRCs facilitated a meeting of new transition grantees and this meeting was considered a success.

Representatives from NEC*TAS participate in RRC Early Childhood Task Group Teleconferences. A method of sharing RRC technical assistance activities with NEC*TAS was initiated as a result of participation in these teleconferences. A RRFC Calendar of activities is shared on a monthly basis with NASDSE and selected OSEP personnel to facilitate the participation of appropriate staff in ongoing RRC Task Group activities.

The evaluation document has been used by Transition Institute personnel to contact other projects as needed. One participant reported keeping the document handy at all times and using it as a ready reference of other projects. Overall, it appears that linkages made and action steps initiated at the Annual Technical Assistance and Dissemination Meetings have served to make valuable connections among OSEP-funded technical assistance projects.

As a follow up to the 3rd Annual Technical Assistance and Dissemination meeting, RRC project directors and information specialists met with NASDSE personnel to explore additional methods for sharing SEA information. This activity was a direct result of the conference and was a follow-up to small group sharing.

It appears that one of the major benefit of the Technical Assistance and Dissemination Conference is the informal connections that are made. These tend to form the basis for further collaboration among the projects. Planners need to provide for opportunities for unstructured networking.

Task 5: Consulting with and Training for RRCs and OSEP

Evaluation:

Did activities under Task 5 accomplish specified objectives?

Yes, specific Task 5 objectives were accomplished.

Did the database of technical assistance activities allow speedy response to information requests?

All requests for information from the technical assistance database were answered within 48 hours. There have been no complaints about speed of response.

Did the information sharing facilitate the development of national and multiregional technical assistance activities?

The information sharing was used by RRCs to develop multiregional technical assistance activities. It also helped in the facilitation of task group information sharing and coordination of activities among RRCs and other technical assistance providers.

Did RRCs find the resource of hearing officer training material useful?

The hearing officer training resource package was completed in May of 1993. Due to the end of the contract no information on usefulness was collected.

Requests for the document were received from RRCs and two external consultants. This indicates potential usefulness based on interest in the topic. All three of these requests were promptly responded to by the FRC.

Did the FRC participate in all RRC directors' teleconferences?

FRC representatives participated in all RRC Directors' Teleconferences. During the second year of the contract, the FRC took over the responsibility for developing the agenda, scheduling the conference calls and developing and disseminating the minutes.

Did the FRC provide minutes of the teleconferences as assigned?

The FRC completed and disseminated minutes of all teleconferences as assigned.

Task 6: Identify Promising Practices in ADD

Evaluation:

Core Stakeholder Consultants completed evaluation forms following each meeting conducted by the FRC. Evaluation data from the first meeting indicated that without exception the group felt the purpose of the project was consistent with significant issues in the area of ADD. The group unanimously agreed that the meeting purpose was achieved and that the process used during the meeting greatly enhanced meeting effectiveness.

General comments on the evaluation form suggested that the diversity of the group was a strength to the process. The meeting organization and materials were found to contributing factors in moving the group toward accomplishing its goals. Time constraints, particularly in reaching definitional agreement and a consensus on a "common language base," were the only weaknesses noted in evaluation comments.

Evaluation results from the second meeting of the core stakeholder consultant group, held on April 6, 1992, indicated unanimous agreement on meeting helpfulness and in accomplishing the objectives of the project. The process used to facilitate selection of practices was found to be effective and adequate opportunities were provided for consultant input. General comments indicated the group's pleasure with the organization and format of the meeting. Consultants indicated that the process used to locate, analyze, and select promising practices was effective.

In addition to the evaluation of meetings conducted under this task, the following evidence of impact was recorded by FRC staff. The FRC received numerous calls from individuals seeking information regarding practices to serve children and youth with ADD and/or their families. These requests split in to two basic categories: First, most of the individuals nominated to submit a practice who did not follow through with an actual write-up of their work called the FRC and asked to be placed on a dissemination list to receive a copy of the final report. Secondly, the FRC received in excess of 60 calls from individuals not contacted or affiliated with the FRC project in any way. This pool of individuals included parents, school psychologists, clinical psychologists, administrators in private and public agencies, school coordinators, superintendents, principals, professors, and librarians. There typically was a sense of urgency in

these requests for information on school-based assessment and intervention practices that work with children with ADD. In conclusion, the FRC was seen by the public at large as a potential resource for information on serving children and youth with disabilities.

Stakeholder Consultants involved in the FRC ADD Project frequently referred individuals to the FRC to consult on matters relevant to educational issues and ADD. Additionally, technical assistance was provided to all Regional Resource Centers in the form of an information package. Individual consultation was provided to two RRCs on specific ADD topics and to the National Association of School Psychologists.

Members of the Core Stakeholder Consultant team verbally indicated pleasure regarding the politically neutral position of the FRC in collecting school-based practices and believe this significantly contributed to the effective accomplishment of the project's goals.

The FRC ADD Program Consultant was invited to make a presentation speak at the 1992 Annual meeting of the Professional Group for Attention Deficit and Related Disorders (PGARD) in Sarasota, Florida. The topic of the talk was Education and Attention Deficit Disorders. In addition to this opportunity to share work accomplished by the FRC, project staff were asked to submit a manuscript describing the FRC's project on ADD for possible inclusion in a special edition of *Exceptional Children* purposed by the University of Miami, Center for Research on ADD.

Was a sufficient amount of data collected?

The FRC was able to collect a sufficient amount of data to identify 26 potentially promising practices to be included in the Preliminary Report of ADD Practices. The stakeholders involved throughout the project were pleased with the quality and quantity of information collected and the potential for providing some examples of promising practice to the field of education.

Further investigation of the submissions and refinement of the data completed during the second year of the project seem to support the adequacy of the data collection. However, reaction from the field to the final report will be the most telling indicator of project success.

Was it organized in a usable manner?

The preliminary report was reviewed by the OSEP and many useful comments were used to design the final report on ADD. It is anticipated that this method of review will result in a useful report. In addition to the current FRC activities, the Chesapeake Institute is working with four other OSEP-funded centers to develop and disseminate information to a wide variety of audiences on this topic. Therefore, the field should benefit from the connection of these initiatives.

Did the FRC presentation contribute to the national forum objectives?	The presentation by the FRC at the national forum did contribute to forum objectives.
Was the resource package acceptable to the COTR/ OSEP?	The resource package was submitted to the OSEP, but information on its usefulness and acceptability were not available for inclusion in this report.
Were all production timelines met?	Extended timelines for the delivery of the final ADD Report were met.

Task 7: Evaluating and Reporting FRC Activities

Evaluation:

Did the FRC meet task objectives?	Yes, the FRC met all task objectives except under Objective 7.2 except where there were no requests for FRC assistance in conducting evaluation activities in conjunction with OSEP or the RRCs.
What impact or potential impact was associated with Task 7 activities?	Task 7 activities facilitated communication with the COTR and served to keep OSEP informed of FRC work. The system allows for the resolution of problems and has improved FRC efficiency and effectiveness.
Was FRC evaluation assistance useful?	None was requested or provided.
Was the assistance provided in a timely manner?	None was requested or provided.
Were reports submitted in a timely manner?	All Task 7 reports were submitted within project timelines.
Were the reports acceptable to the COTR/OSEP?	All were approved as written.

Task 8: Measuring Performance

Evaluation

Was all proposed work completed on time and within budget limits?	In general, proposed work was completed within budget limits. One task was delayed in completion. This was the final *Report of Issues and Trends in Special Education*. A no cost extension was requested from the COTR. Delay in this activity was due to slow response time from participants in the field process. When using input from busy representatives of the special education community, it is necessary to balance the importance of critical information gathering and project timelines. In order to have the best available information from a broad spectrum of special education representatives, an extension of time seemed most appropriate.
Were problems identified, prioritized, and addressed by FRC staff?	The FRC management system did allow for efficient problem identification, prioritization, and resolution over the course of project operation.

Section IX: Project Impact

This section provides a description of products, dissemination activities, publications, implications of findings and other evidence of the FRC's effect or potential for impact on the field of education.

Products

Attention Deficit Disorders: School-Based Practices, A Final Report (1993). This report describes assessment and intervention practices that show promise in meeting the educational needs of students with ADD. The report includes a description of the process used to identify practices, a discussion of those identified, a review of effective materials, and an analysis of the results of the identification process.

Evaluation Information Report: OSEP-Funded Technical Assistance & Dissemination Projects (1992). This document summarizes information shared by 18 OSEP-funded projects using a rapid response survey. The report provides information on evaluation methodology used and how projects go about collecting the data to answer the question *"Does what we do make a difference?"*.

Issues and Trends in Special Education (1992). To assist the Office of Special Education Programs with long-range planning, the Federal Resource Center sought input from identified experts in the field of special education. Representatives were asked to share their perspectives on the future of education services for students with disabilities through a modified Delphi process. This report contains brief descriptions of the process and responses from the two rounds of information gathering, followed by a summary report of results along with detailed results covering the 14 topical domains in the instrument. Also included is a discussion of implications for the future of special education. Appendix A provides a complete listing of data including number of respondents, mean, median, standard deviation scores, and range for each item on likelihood and desirability of the predictive statement. The survey instrument is provided in Appendix B.

Summary Report on Hearing Officer Training Issues (1993). To assist the RRCs in providing technical assistance to State Education Agencies (SEAs), the Federal Resource Center staff collected information by reviewing state files and other available state sources and conducting informal telephone conversations with personnel in 23 SEAs. The resulting resource package lists issues states are facing in training hearing officers and a sample of the materials

SEAs are using in their training process. The information is designed to supplement the RRCs' hearing officer training resources and knowledge base and contains information on the following: qualification, types of training, major training issues, a list of training materials and trainers, and the raw data from the telephone conversations with SEA personnel.

Task Force Report: Cultural and Linguistic Diversity in Education (1993). This document was written to reflect the views of a 14 member national Task Force on meeting the educational needs of children and youth from diverse cultures. It includes strategies for educational change in seven areas: Administration and Policy, Assessment, Curriculum and Instruction, Funding, Parents and Families, Society and Community, and Training and Personnel. Values for educational services are presented with contextual data describing the status of family life, finances, education, work, society, community, and health. Lastly, measures of progress are provide as a way to determine progress in reaching the Task Force's vision of society, community and education.

Dissemination Activities

Attention Deficit Disorders: School-Based Practices, A Final Report (1993). This report is available from the OSEP through a task order agreement with the Chesapeake Institute. Invited talks on the promising practices were made at the following: Professional Group for ADD and Related Disorders Annual Conference, CASE Annual Conference, 3rd Annual OSEP Sponsored Technical Assistance and Dissemination Conference, 3rd Bi-Annual International Special Education Conference, and the National Forum on ADD. In addition numerous presentations were made to parent groups and local and state educators.

Evaluation Information Report: OSEP-Funded Technical Assistance & Dissemination Projects (1992). This document share with all projects participating in the survey and was place on the SpecialNet *Evaluation Bulletin Board.*

Issues and Trends in Special Education was disseminated to all participants in the information gathering process, the Regional Resource Centers and other OSEP-funded technical assistance projects. Excerpts were reported in *Education Week*, *SpecialEdge*, and *Education Daily*. In addition the document is available from the National Clearinghouse of Rehabilitation Training Material and they have filled more than 350 requests for the document. Two RRCs have disseminated the report widely in their regions and numerous invited talks on the results were made by FRC personnel. Presentation included the following conferences or meetings: CASE Annual Conference, Annual NASDSE Conference, 3rd Annual OSEP Sponsored

Technical Assistance and Dissemination Conference, 3rd Bi-Annual International Special Education Conference, and Mid-West Special Education Administrators Conference.

Summary Report on Hearing Officer Training Issues (1993). This document was share with the six Regional Resource Centers and is available from the OSEP. In addition requests by two consultants were responded to by the FRC.

Task Force Report: Cultural and Linguistic Diversity in Education was disseminated to Task Force participants, the Regional Resource Centers and to a list of over 100 individuals who had request the document. It is being submitted to an ERIC clearinghouse for further distribution and was shared with over 100 participants at a NEC*TAS sponsored conference in June of 1993.

All proceedings documents developed by the FRC were disseminated to activity participants. Official reports were submitted to the OSEP and are available from the Contracting Officer's Technical Representative, Marie Roane.

Publications

Burcham, B.G. & Carlson, L.B. (in press). Attention deficit disorder: Promising school-based practices. *Journal of Exceptional Children.*

Landau, S. & Burcham, B.G. (in press). Best practices in the assessment of children with attention deficits. In S. Landau (Ed.) *Best practices III* Washington: National Association of School Psychologists.

Results of Activities

Information regarding the future direction of the field of special education was collected, analyzed and reported. This effort provided a basis for the initiation of the development of a national agenda for special education. The report of issues and trends served as a point of discussion in several graduate classes at universities across the United States. Developers of training proposals also used the results to document the need for changes in the preparation of future special educators. More recently discussions have centered on the need to take this approach to a broader audience of regular educators, agency service providers and parents.

A network of individuals with expertise in working with students from culturally and linguistically diverse backgrounds was developed. This group provides a rich resource for the

OSEP to draw from as they set up task forces and move toward implementing strategies for providing appropriate educational services to all students.

RRC networking was enhanced and regular methods of information exchange were established and used by the network. Networking was also enhanced with other OSEP-funded technical assistance providers. Additional methods need to be explored in the future to continue activities started under this FRC contracting period.

Promising practices in assessment and intervention strategies for students with ADD were identified. Initial information was shared through the ADD National Forum, but dissemination effort must continue if the field of special education and parents are to fully benefit from the activities undertaken by the FRC.

Section X: Availability of Additional Information

Information on documents developed by the FRC are available from the following:

Attention Deficit Disorders: School-Based Practices, A Final Report (1993). This report is available from the OSEP through a task order agreement with the Chesapeake Institute.

Evaluation Information Report: OSEP-Funded Technical Assistance & Dissemination Projects (1992). This document from Marie Roane, the Office of Special Education Programs or one of the six Regional Resource Centers.

Issues and Trends in Special Education is available from the National Clearinghouse of Rehabilitation and Training Materials, Oklahoma State University, 816 W 6th Street, Stillwater, OK 74078-0435, Phone 1-800-223-5219 and ERIC.

Summary Report on Hearing Officer Training Issues (1993). This document is available from the OSEP or one of the Six Regional Resource Centers.

Task Force Report: Cultural and Linguistic Diversity in Education is available from one of the six Regional Resource Centers and will become available from ERIC.

Section XI: Statement of Assurance

The Final Report on the Federal Resource Center for Special Education has been submitted to ERIC and copies of the title page and abstract have been sent to:

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Washington, DC 20037